

STATE OF NEVADA



Nevada High School Proficiency Examination

1994 Series

Administration Manual

Spring 2005

for tests in Mathematics and Reading

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Part 1: General Information

This manual contains a description of the procedures to be used when administering the 1994 Series Nevada High School Proficiency Examination in Reading and Mathematics. Test administrators should make sure that they read and understand these instructions thoroughly before testing sessions. Adherence to these procedures and instructions will ensure that students have uniformly favorable testing conditions.

Only students that are currently enrolled in adult programs and originally entered the ninth grade prior to the 1999-2000 school year but no earlier than the 1993-1994 school year are eligible to take the 1994 Series HSPE.

SCHOOL DISTRICT PERSONNEL RESPONSIBLE FOR TESTING

The following school district personnel are responsible for the administration of the Nevada HSPE:

District Test Director (DTD)

Each district has designated a District Test Director (DTD). The DTD has district-wide responsibility for implementation of test procedures and serves as the point of contact between School Test Coordinators (STCs) and the Nevada Department of Education and Measured Progress. This person has been appointed by the school district superintendent.

School Test Coordinator (STC)

School Test Coordinators (STCs) serve as the point of contact between the District Test Director (DTD) and their school. The STC is either the school principal or the principal's designee. If designated, the STC must hold a current Nevada license as a teacher or counselor. The STC is responsible for ensuring that all testing procedures are followed within the school, training Test Administrators, and maintaining the security of test materials. STCs must take particular care to review and inventory all testing materials before and after administration.

Test Administrator (TA)

Test Administrators are responsible for administering the test(s) according to the procedures contained in this *Test Administrator Manual* and for maintaining the security of test materials. Primary responsibilities include:

- ensuring that test materials are kept secure during test administration
- ensuring that all students understand and follow test administration instructions
- administering the tests in an environment that enables each student to do as well as possible
- conducting the answer sheet edit procedures as described in this manual
- returning all answer sheets, test booklets, scratch paper, and test instructions to your *School Test Coordinator* (STC) each day, after testing is complete

TESTING MATERIALS

Test Administrators must “sign-out” and “sign-in” each test booklet issued and returned on each day of test administration. A *School Security Checklist* (see pg. 6 of the *Test Coordinator’s* manual) has been provided to assist in this process. Your STC will provide you with the following testing materials:

- this Administration Manual
- Reading and/or Mathematics test booklets, as appropriate
- answer sheets. Each student should use only a single answer sheet to complete both the Mathematics and Reading tests.
- a supply of No. 2 pencils with erasers for students who do not have them or who break their pencil leads.
- scratch paper
- a reliable watch or clock

TEST SECURITY

Nevada statutes specifically prohibit the disclosure of the content of state examinations. The concern is twofold. First, students should have no knowledge of the test prior to the administration. Second, teachers should have no knowledge of the test content so that “teaching to the test” will not occur either inadvertently or intentionally. (NRS 389.015)

The following steps should be taken to safeguard the security of materials required for the administration of the Nevada High School Proficiency Examination.

1. All educational personnel involved in the administration of NPEP examinations must be trained annually in the instructions regarding preparation for testing, handling test materials, and test security for those tests that will be administered in their school.
2. Each individual who is involved with the administration of NPEP examinations will acknowledge in writing that he/she has read and understands all information provided by the school district related to proper test security and test administration, and understands the potential consequences for failure to comply with the state and district test security plans.
3. Locked, secure storage must be provided for all secure test materials, including test booklets and completed answer sheets, while the materials are on site.
4. The locked room or file cabinet used for the storage of materials required for the Nevada High School Proficiency Examination program must not be accessible to anyone other than the principal or test coordinator, nor can it be used to store other materials for which individuals other than the principal or test coordinator require access.
5. Examinations must not be distributed to those who will administer the test until the prescribed date for test administration.
6. Knowledge or review of actual test content is not necessary for valid test administration and is strictly prohibited.
7. Under no circumstances shall copies of test booklets or marked answer sheets be circulated among faculty, administrators or other persons.

8. Examination booklets may not be copied or reproduced by any means without the prior written authorization of the test publisher and the Nevada Department of Education.
9. Administration of the NPEP examination to a person who is not eligible to take that examination is an unauthorized disclosure of test content.
10. A log identifying the serial numbers of test booklets must be maintained for each transfer of test booklets from one individual to another (including distribution to students).
11. At least one test administrator and a sufficient number of proctors must be provided at the testing site to adequately supervise the testing. A ratio of one proctor to not more than 30 students is strongly recommended.
12. At no time should students be left unattended with test materials.
13. All required materials, e.g.; #2 pencils, test booklets, answer sheets, and scratch paper must be provided at the testing location.
14. Additional materials, beyond those specified in test administration instructions, or approved by an IEP committee, must not be provided to students for use during a test administration.
15. The class test administrator must account for all test materials, including test booklets, student answer sheets and other test materials (including scratch paper), before a student is allowed to leave the testing area for any reason.
16. On completion of testing, test administrators must return testing materials to the test coordinator in a timely manner and no later than the end of the school day on which the test(s) is/are administered. If testing will take place over a period of more than one day, all testing materials must be returned to the school test coordinator at the end of each school day and picked up again in the morning of the next testing day, unless otherwise specified in the administration manual.

This outline provides a **summary** of test administration and test security requirements. It is imperative that all guidelines and procedures be strictly adhered to.

PLANNING AND ADMINISTRATION

Because testing environments can affect students' scores, the following guidelines are provided to ensure favorable testing conditions.

Number of Students in Testing Sessions. The number of students in a testing session is at the discretion of each district. However, it is recommended that each testing session be limited to no more than 30 students.

The Room. Consider student comfort. Try to use a room that is free from distractions and has adequate light, ventilation, and heating or air conditioning.

Seating. Seating should be arranged to minimize the possibility of students communicating with each other either verbally or visually. Each student should be provided with ample work space for his or her test, scratch paper, and answer sheet.

When to Test. Within each district, all tests of the same type – Reading or Mathematics – should be administered at a time that makes it impossible for students who have not taken the test to learn about the test contents before taking it.

Validity of the HSPE requires that students who have been tested not be allowed to discuss the tests with students who have not yet been tested. Students must not be given this opportunity. Please plan your administration schedule accordingly.

Fatigue. Many students score poorly if they are required to take more than one part of a test without a break. Thus, if more than one part is to be given in a session, a minimum 10-minute break between parts is recommended.

Personnel. One proctor in each testing classroom should administer the examination. **A briefing session should be held for proctors prior to test dates to review instructions and duties, such as distributing and collecting materials, and checking the answer sheets to make sure that students have filled them out correctly. If students are tested in large groups, at least one proctor per 30 students should be provided.**

Helping Students. Students are not to be given help with reading or responding to test items, but testing procedures should be made clear. No hints should be given through gestures, facial expressions, or words of encouragement. The test administrator should maintain an impartial and professional attitude. If a student should ask a question about how he/she might answer a question, useful and permissible replies include: "Follow the instructions that you were given," and "Do your best."

Cheating. Any instances of cheating should be handled in the least disruptive manner, consistent with district and school policies. Answer sheets from students who cheat should be submitted in a separate Special Handling envelope with notes of explanation attached to them. Additionally, the test administrator should code the **INV** block on the student's answer sheet for the appropriate subject area(s).

Students Who Finish Early. Some students may finish early. However, ANY students who require the full amount of estimated time should be allowed to work without disruption and without feeling rushed. It may ease the test administrator's job considerably if students bring study materials, books, or other reading materials to occupy their time if they finish early. These materials should not be on students' desks while they are taking tests. For students who finish

early, reading is a permissible activity, but students should not talk or in any way disturb others who are still working on their tests.

No calculators, books, dictionaries, thesauruses, notes or other aids should be accessible to students during the High School Proficiency Examination, with the exception of students whose IEPs clearly state the need for a calculator.

TIME REQUIREMENTS

The HSPE is intended to be a measure of student proficiency rather than speed. Students who are working productively should be given as much time as needed to complete the test.

Individual districts will need to provide specific schedules that meet the needs of their particular situations, but all students who are working productively should be allowed to complete the test.

Almost all students will complete the Mathematics and Reading tests in 120 minutes.

**FOR INFORMATION ON TESTING STUDENTS
WITH DISABILITIES, PLEASE SEE APPENDIX B.
FOR INFORMATION ON TESTING STUDENTS WHO ARE
ENGLISH LANGUAGE LEARNERS, PLEASE SEE APPENDIX C.**

TEST IRREGULARITIES

Test Administrators should immediately report any testing irregularities to their STC. A testing irregularity is any occurrence that may inappropriately influence a student's performance. Examples of testing irregularities include, but are not limited to, the following:

- a student is observed cheating during the testing session
- a teacher or another adult provides improper assistance to student
- testing accommodations specified in a student's IEP, or LEP Participation Form are not provided
- a student is provided an accommodation that is not specified in the student's IEP, or LEP Participation Form
- an excessive disturbance or disruption occurs during the testing session
- a student's test booklet or used answer sheet is missing
- any unused/unassigned test booklet is missing

All testing irregularities must be reported immediately and recorded on the *Report of Test Irregularity* form (see *Test Coordinator's* manual).

Part 2: Instructions for Recording Demographic Data

****Reminder: Only students that are currently enrolled in adult programs and originally entered the ninth grade prior to the 1999-2000 school year but no earlier than the 1993-1994 school year are eligible to take the 1994 Series HSPE.*

Not all demographic information will be filled in by the student. The directions provided in this section are to guide students through the sections they will need to complete. Students must fill in the required demographic information on the front of their answer sheets before taking the test.

If your district has not already marked the blocks labeled TC (Testing Conditions) and POP (Population), the information should be obtained from and completed by authorized school personnel (e.g. special education faculty or school counselors) to indicate IEP, ELL (LEP), 504, Migrant (MIG) or Free and Reduced Lunch (FRL) students. Please see Part 5 of this manual for additional coding information.

For the purposes of these tests, academically talented students (Gifted & Talented) should be recorded as regular students rather than special education students.

Complete instructions for filling in the demographic data sections on the front of student answer sheets are given on the following pages. The instructions must be followed exactly. Material to be read aloud to the students is printed in **boldface** type and is preceded by the word **SAY**. All other information is for the examiner and should not be read to the students.

Before reading the directions to students, find your district number and school number in Appendix A so you will have them available for marking answer sheets. **These numbers may have changed since last year.** Please check carefully. Also, note the instructions your district has provided for filling out the STUDENT NUMBER block.

When all students are seated and quiet and have No. 2 pencils, erasers, and scratch paper,

SAY

You are here to take the Nevada High School Proficiency Examination. I will now distribute answer sheets. Please **DO NOT** make any marks on your answer sheet until I tell you to do so. If you have any questions as we go through the instructions, please raise your hand.

Distribute the answer sheets.

SAY

You have been given an answer sheet on which you will be filling in your name and other information that is necessary for reporting purposes. Incorrect information in this section may result in your not getting credit for passing these tests. Please follow the instructions as I read them to you. Do not move ahead to a new section until I have read the instructions for that section and have told you to proceed. Are there any questions?

Pause.

STUDENT NAME BLOCK:

SAY

Locate the blocks labeled LAST NAME, FIRST NAME and M.I. on the front of your answer

sheet.

Hold up a sample answer sheet and point to these blocks.

SAY

Starting with the box on the left, print one letter of your LAST NAME in each box. If your last name has more letters than there are boxes, print only as many letters as there are boxes. In the spaces labeled FIRST NAME, print one letter of your first name in each box. If there are not enough boxes, print only as many letters of your first name as there are boxes. In the space labeled M.I., print your middle initial. If you do not have a middle name, do not print anything in this space.

Pause to allow students time to fill in this information.

SAY

Each box has a column of bubbles below it. In the first column, fill in the bubble that has the same letter as the first letter of your last name. Repeat the process for each of the other letters in your name. Mark only one bubble in each column. If your last name contains a blank, dash, hyphen, apostrophe, or other non-alphabetical character, the blank bubble at the top of that column should be filled in, or left blank, accordingly. Completely erase any incorrect marks. Be careful not to make any other marks. Are there any questions?

Pause.

SAY

You may now fill in the appropriate bubbles.

Pause. Check to make sure that each student is filling in the bubbles correctly.

DISTRICT NUMBER BLOCK:

(Please check Appendix A – your district number may have changed.)

SAY

Locate the block labeled DISTRICT # (DISTRICT NUMBER).

Hold up a sample answer sheet and point to the correct block.

SAY

In the boxes, write the district number. *(Please provide the appropriate district number from Appendix A for the students by writing it on a blackboard or other area visible to all students.)*

Pause.

SAY

Next, under each box, you will find a column of bubbles with numbers in them. For each column, fill in the bubble that has the same number as the number you wrote in the box directly above.

Pause.

SCHOOL NUMBER BLOCK:

(Please check Appendix A – your school number may have changed.)

SAY

Next to the District Number block is the SCHOOL NUMBER block.

Hold up a sample answer sheet and point to the appropriate block.

SAY

In the boxes provided, write in the school number. *(Please provide appropriate school number from Appendix A for the students by writing it on a blackboard or other area visible to all students.)* Then darken the circles for the numbers you wrote in the boxes.

Pause. Check to make sure that each student is filling in the bubbles correctly.

STUDENT NUMBER BLOCK:

To be filled in by the Test Administrator. The Student Number block will be used to fill in the Student ID number assigned by the school district. The number should be left-justified with no leading zeros. If you have any questions or need to obtain Student Numbers, contact your DTD.

BIRTH DATE BLOCK:

SAY

Locate the block labeled BIRTH DATE.

Hold up a sample answer sheet and indicate the appropriate block.

SAY

On the left side of the box, under “Month”, please fill in the number of the month in which you were born. For example, January is 01, February is 02, and December is 12. Are there any questions?

Pause.

SAY

Write the day of the month on which you were born in the boxes under DAY, using the numbers 01 to 31. Fill in the corresponding bubble for the numbers you wrote directly above.

Pause.

SAY

Under YEAR, write the last two digits of the year in which you were born. For example, if you were born in 1985 you would write 8 and 5. Fill in the corresponding bubble for the numbers you write directly above.

Pause.

GENDER BLOCK:

SAY

Locate the GENDER block.

Hold up a sample answer sheet and point to the correct block.

SAY

In this block, fill in the bubble next to your gender.

ETHNICITY (ETH) BLOCK:

A student should fill in only one bubble. If a student is a member of two or more groups, instruct the student to fill in the space for one group with which he or she most closely identifies.

SAY

Locate the block labeled ETH. This is the ETHNICITY block. This block is for recording your ethnic background. The ethnic/racial groups that I am about to describe have been provided by the United States Department of Education. For each group, I will read the group name and the letter code of the space you should darken if you are a member of that group. If you are a member of more than one group, please fill in the space for the one group with which you most closely identify.

The first group is AMERICAN INDIAN OR ALASKAN NATIVE. This group includes people having origins in any of the original peoples of North America who maintain cultural identification through tribal affiliation or community recognition. If you are an American Indian or Alaskan native, darken the circle containing the letters "AA" in the Ethnicity block.

The next group is ASIAN OR PACIFIC ISLANDER. This group includes people having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands, or Indian subcontinent. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, Hawaii, and Samoa. If you are an Asian or Pacific Islander, darken the circle containing the letter "A" in the Ethnicity block.

The next group is BLACK, NOT OF HISPANIC ORIGIN. This group includes people having origins in any of the Black racial groups of Africa. If you are Black, darken the circle containing the letter "B" in the Ethnicity block.

The next group is HISPANIC. This includes people of Mexican, Puerto Rican, Cuban, Central and South America, or other Spanish culture or origin regardless of race. If you are Hispanic, darken the circle containing the letter "H" in the Ethnicity block.

The bubble "P" will not be used for this test.

The next group is CAUCASIAN (White), NOT OF HISPANIC ORIGIN. This group includes people having origins in any of the original peoples of Europe, North Africa, or the Middle East. If you are White, and not of Hispanic origin, darken the circle containing the letter "W" in this block.

The bubble "O" will not be used for this test.

Please make sure that you have filled in only one circle in the Ethnicity block. Are there any questions?

Pause.

SAY

Check again to make sure that you have filled in only one bubble in this block.

REMAINING DEMOGRAPHIC INFORMATION:

The following sections of the demographic page for each student will be completed by school personnel after testing as explained in Part 5 of this manual:

Programs (POP) Block

Years in District (YID) Block

Testing Conditions (TC) Block

Invalidation (INV) Block (if applicable)

Please verify that each student has completed the required demographic data and check the demographic page of each student's answer sheet for completeness and accuracy.

******A sample answer sheet for the 1994 Series HSPE appears on the following page for your reference.***

NEVADA HIGH SCHOOL PROFICIENCY EXAMINATIONS IN READING AND MATHEMATICS



* V A R I A B L E B C *

STUDENT NAME		MI
LAST NAME	FIRST NAME	
A	A	A
B	B	B
C	C	C
D	D	D
E	E	E
F	F	F
G	G	G
H	H	H
I	I	I
J	J	J
K	K	K
L	L	L
M	M	M
N	N	N
O	O	O
P	P	P
Q	Q	Q
R	R	R
S	S	S
T	T	T
U	U	U
V	V	V
W	W	W
X	X	X
Y	Y	Y
Z	Z	Z

POP	YID	TC	FORM	ETH
REG	0	R	A	AA
IEP	1	IR	B	A
ELL	2	IA	C	B
504	3	IS	D	H
MIG	4	ER	E	P
FRL	5	EA	F	W
	6	ES	G	O
	7	5R	H	
	8	5A	I	
	9	5S	J	
	10		K	
			L	

MARKING INSTRUCTIONS

USE NO.2 PENCIL ONLY

CORRECT MARK

INCORRECT MARKS

GENDER	
<input type="radio"/> Female	<input type="radio"/> Male

INV	
Reading	1
Math	1

DISTRICT NUMBER		SCHOOL NUMBER		STUDENT NUMBER		BIRTH DATE		
MONTH	DAY	YEAR	MONTH	DAY	YEAR	MONTH	DAY	YEAR
JAN	1	9						
FEB	2							
MAR	3							
APR	4							
MAY	5							
JUN	6							
JUL	7							
AUG	8							
SEP	9							
OCT	10							
NOV	11							
DEC	12							

PLEASE DO NOT WRITE IN THIS AREA

MATHEMATICS

READING

- 1. (A) (B) (C) (D) (E)
- 2. (A) (B) (C) (D) (E)
- 3. (A) (B) (C) (D) (E)
- 4. (A) (B) (C) (D) (E)
- 5. (A) (B) (C) (D) (E)

- 46. (A) (B) (C) (D) (E)
- 47. (A) (B) (C) (D) (E)
- 48. (A) (B) (C) (D) (E)
- 49. (A) (B) (C) (D) (E)
- 50. (A) (B) (C) (D) (E)

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- 7. (A) (B) (C) (D) (E)
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- 60. (A) (B) (C) (D) (E)

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- 19. (A) (B) (C) (D) (E)
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- 63. (A) (B) (C) (D) (E)
- 64. (A) (B) (C) (D) (E)
- 65. (A) (B) (C) (D) (E)

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- 68. (A) (B) (C) (D) (E)
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- 70. (A) (B) (C) (D) (E)

- 26. (A) (B) (C) (D) (E)
- 27. (A) (B) (C) (D) (E)
- 28. (A) (B) (C) (D) (E)
- 29. (A) (B) (C) (D) (E)
- 30. (A) (B) (C) (D) (E)

- 71. (A) (B) (C) (D) (E)
- 72. (A) (B) (C) (D) (E)
- 73. (A) (B) (C) (D) (E)
- 74. (A) (B) (C) (D) (E)
- 75. (A) (B) (C) (D) (E)

- 31. (A) (B) (C) (D) (E)
- 32. (A) (B) (C) (D) (E)
- 33. (A) (B) (C) (D) (E)
- 34. (A) (B) (C) (D) (E)
- 35. (A) (B) (C) (D) (E)

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- 85. (A) (B) (C) (D) (E)

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- 44. (A) (B) (C) (D) (E)
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- 87. (A) (B) (C) (D) (E)
- 88. (A) (B) (C) (D) (E)
- 89. (A) (B) (C) (D) (E)
- 90. (A) (B) (C) (D) (E)

- 1. (A) (B) (C) (D)
- 2. (A) (B) (C) (D)
- 3. (A) (B) (C) (D)
- 4. (A) (B) (C) (D)
- 5. (A) (B) (C) (D)

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- 57. (A) (B) (C) (D)
- 58. (A) (B) (C) (D)
- 59. (A) (B) (C) (D)
- 60. (A) (B) (C) (D)

- 21. (A) (B) (C) (D)
- 22. (A) (B) (C) (D)
- 23. (A) (B) (C) (D)
- 24. (A) (B) (C) (D)
- 25. (A) (B) (C) (D)

- 61. (A) (B) (C) (D)
- 62. (A) (B) (C) (D)
- 63. (A) (B) (C) (D)
- 64. (A) (B) (C) (D)
- 65. (A) (B) (C) (D)

- 26. (A) (B) (C) (D)
- 27. (A) (B) (C) (D)
- 28. (A) (B) (C) (D)
- 29. (A) (B) (C) (D)
- 30. (A) (B) (C) (D)

- 66. (A) (B) (C) (D)
- 67. (A) (B) (C) (D)
- 68. (A) (B) (C) (D)
- 69. (A) (B) (C) (D)
- 70. (A) (B) (C) (D)

- 31. (A) (B) (C) (D)
- 32. (A) (B) (C) (D)
- 33. (A) (B) (C) (D)
- 34. (A) (B) (C) (D)
- 35. (A) (B) (C) (D)

- 71. (A) (B) (C) (D)
- 72. (A) (B) (C) (D)
- 73. (A) (B) (C) (D)
- 74. (A) (B) (C) (D)
- 75. (A) (B) (C) (D)

- 36. (A) (B) (C) (D)
- 37. (A) (B) (C) (D)
- 38. (A) (B) (C) (D)
- 39. (A) (B) (C) (D)
- 40. (A) (B) (C) (D)

Static Barcode
16 digits

Part 3: Mathematics Test Instructions

Test administrators are to refer to district test policy for schedules for the High School Proficiency Examinations in Reading and Mathematics. All students should be given enough time to complete each test provided they are using testing time appropriately. See page 4 of this manual.

Make sure that all students are seated and quiet, with desks clear of all materials except their answer sheets, No. 2 pencils, erasers, and scratch paper.

If the Mathematics portion is the first and/or only portion of the exam taken, please refer to Part 2 (Instructions for Recording Demographic Data) of this manual for completing the demographic data section. This section must be completed BEFORE administration of any portion of the exam.

The HSPE in Mathematics is divided into two parts. Each part will take approximately 30 minutes to complete. It is recommended that the Mathematics test be administered with a minimum 10-minute break between Parts 1 and 2 to minimize fatigue.

INSTRUCTIONS FOR Part 1:

SAY

I will now distribute the Mathematics test. Do not open your test booklet until you are told to do so. If you finish Part 1 of the Mathematics test early, you may go back and check your work in this part only. **DO NOT** go on to Part 2 of the test. You should have enough time to complete each part of the test.

Distribute the Mathematics test booklets. Make sure each student has the same answer sheet they used to fill in their demographic information.

SAY

Locate the word FORM on the front cover of your test booklet. There is a letter indicating which form of the test you have.

Pause to let students find the letter on the front of their test booklet.

SAY

Now on the front of your answer sheet, locate the FORM block.

Hold up a sample answer sheet and point out the FORM block.

SAY

Fill in the circle for the letter that is on the front of your test booklet.

Pause to let students fill in the appropriate circle.

SAY

Turn over your answer sheet and find the section labeled “Mathematics” on the left half of the page.

Pause.

SAY

Now turn your test booklet over and read the directions printed on the back cover silently while I read them aloud. Then answer the sample question at the bottom of the page by filling in the appropriate bubble next to the question.

Read the directions on the back of the test booklet and allow students time to complete the sample question.

SAY

The correct answer is choice E, 30. You should have filled in the bubble with the E in it. Are there any questions?

Pause. After all questions have been answered, continue.

SAY

Proficiency tests are meant to assess what you know and are able to do. You should complete the entire test. As long as you are working productively, you will be given enough time to finish the test. For this part of the test, we have scheduled ____ minutes. Again, if you finish Part 1 early, you may go back and check your answers in Part 1 only. DO NOT go on to Part 2 of the test.

I will tell you when you have 15 minutes left to finish the test.

Be sure to read all the directions carefully and mark your answers in the Mathematics section of the answer sheet. Do not mark more than one bubble for any question. If more than one response is bubbled, the question will be scored as INCORRECT. Are there any questions?

Pause. Answer any questions.

SAY

Now open your test booklet to the page that says “Formula Sheet” at the top. The Note to Student at the top of this Formula Sheet states that:
“You may use these formulas throughout this entire test. Feel free to flip back to this *Formula Sheet* as needed during your testing time.”

Pause to give students time to view the formulas.

SAY

Turn the page to the beginning of the Mathematics test. You may now begin Part 1.

Record the starting time for this part of the test. Post the end time in a place visible to all students.

The test administrator and/or proctor should circulate to ensure that students are working on the correct part of the test and that they are marking their answers in the correct section of the answer sheet.

When 15 minutes of the testing period remain,

SAY

You have 15 minutes to finish Part 1 of this test.

When the testing period has ended,

SAY

The testing period has now ended. Please put your pencil down. Place your answer sheet inside your test booklet and close your test booklet. If you need more to finish this part of the test, raise your hand and (*insert DISTRICT PLAN*).

Please consult your district assessment plan to determine how to handle a student who requests additional time to complete this part.

Since Part 2 of the Mathematics test is to be taken immediately following this testing session, allow the students a minimum 10-minute monitored break before continuing.

INSTRUCTIONS FOR Part 2:

SAY

You will now be taking Part 2 of the Mathematics test.

Distribute the Mathematics test booklets and answer sheets. Make sure each student has the test booklet and answer sheet that they used to complete Part 1 of the test.

SAY

Do not open your test booklet until you are told to do so. If you finish this part of the Mathematics test early, you may go back and check your work in this part only. DO NOT go back to Part 1.

If you complete Part 2, have checked over your work, and would like to read, raise your hand and I will collect your test materials. After I have collected your test materials, you may read any materials you have brought with you, but you may not talk or disturb others.

Find the Mathematics section on the back of your answer sheet. The questions for Part 2 will begin at question #30.

Hold up a sample answer sheet and point to the Mathematics section. Pause.

SAY

Now open your test booklet to find Part 2 of the Mathematics test.

Hold up a sample test booklet to Part 2 of the Mathematics test. Pause.

SAY

Find the page that says "Formula Sheet" at the top. As with Part 1, you may refer to this sheet when answering test questions. Are there any questions?

Pause to give students time to view the formulas and answer any questions.

SAY

As long as you are working productively, you will be given enough time to finish the test. For this part of the test we have scheduled ____ minutes.

As with Part 1, I will tell you when you have 15 minutes to finish the test.

Be sure to read all the directions carefully and mark your answers in the Mathematics section of the answer sheet. Do not mark more than one answer bubble for any question. If more than one response is bubbled, the question will be scored as INCORRECT. Are there any questions?

Pause. Answer any questions.

SAY

You may now begin Part 2 of the Mathematics test.

Record the start time for this part of the test. Post the end time in a place visible to all students.

The test administrator and/or proctor should circulate to ensure that students are working on Part 2 of the test only, and that students are marking their answers in the correct section of the answer sheet.

When 15 minutes of the testing period remain,

SAY

You have 15 minutes to finish this part of the test.

When the testing period has ended,

SAY

The testing period has now ended. Please put your pencil down and close your test booklet. If you need more time to finish this test, raise your hand and (*insert DISTRICT PLAN*).

Please consult your district assessment plan to determine how to handle a student who requests additional time to complete this part.

Immediately following the end of the scheduled testing period for the Mathematics Test, collect all answer sheets, test booklets and scratch paper from the students who are finished. If you have completed testing for the day, follow the edit procedures listed in Part 5 of this manual and return all materials to your School Test Coordinator.

Part 4: Reading Test Instructions

Test administrators are to refer to district test policy for schedules for the High School Proficiency Examinations in Reading and Mathematics. All students should be given enough time to complete each test provided they are using testing time appropriately. See page 4 of this manual.

Make sure that all students are seated and quiet, with desks clear of all materials except for their answer sheets, No. 2 pencils, and erasers.

If the Reading portion is the first and/or only portion of the exam taken, please refer to Part 2 (Instructions for Recording Demographic Data) of this manual for completing the demographic data section. This section must be completed BEFORE administration of any portion of the exam.

The HSPE in Reading is divided into two parts. Each part will take approximately 30 minutes to complete. It is recommended that the Reading test be administered with a minimum 10-minute break between Parts 1 and 2 to minimize fatigue.

INSTRUCTIONS FOR Part 1:

SAY

I will now distribute the Reading tests. Do not open your test booklet until you are told to do so. If you finish Part 1 of the Reading test early, you may go back and check your answers in this part only. DO NOT go on to Part 2 of the test. You should have plenty of time to complete each part of this test.

Distribute the Reading test booklets. Make sure each student has the same answer sheet they used to fill in their demographic information.

****Note: If students have already taken the Mathematics portion of the HSPE, the information in the FORM block should already be filled out. If students have NOT taken the Mathematics portion of the test, read the following directions to students for filling out FORM information on the student answer sheet****

SAY

Locate the word FORM on the front cover of your test booklet. There is a letter indicating which form of the test you have.

Pause to let students find the letter on the front of their test booklet.

SAY

Now on the front of your answer sheet, locate the FORM block.

Hold up a sample answer sheet and point out the FORM block.

SAY

Fill in the circle for the letter that is on the front of your test booklet.

Pause to let students fill in the appropriate circle.

SAY

On the back of your answer sheet, find the section labeled “Reading” on the right half of the page.

Pause.

SAY

Now turn your test booklet over and read the directions printed on the back cover silently as I read them aloud. Then answer the sample question at the bottom of the page by filling in the appropriate bubble next to the question.

Read the directions on the back of the test booklet and allow students time to complete the sample question.

SAY

The correct answer is C, *Joseph has decided to ride his motorcycle to school*. You should have filled in the bubble with the letter C in it. Are there any questions?

Pause. After all questions have been answered, continue.

SAY

Proficiency tests are meant to assess what you know and are able to do. You should complete the entire test. As long you are working productively, you will be given enough time to finish the test. For this part of the test, we have scheduled ____ minutes. Again, if you finish Part 1 early, you may go back and check your answers in Part 1 only. **DO NOT** go on to Part 2 of the test.

I will tell you when you have 15 minutes left to finish the test.

Be sure to read all the directions carefully and mark your answers in the Reading section of the answer sheet. Do not mark more than one bubble for any question. If more than one response is bubbled, the question will be scored as **INCORRECT**. Are there any questions?

Pause. Answer any questions.

SAY

You may now begin Part 1 of the Reading test.

Record the start time for this part of the test. Post the end time in a place visible to all students.

The test administrator and/or proctor should circulate to ensure that students are working on the correct part of the test and that they are marking their answers in the correct section of the answer sheet.

When 15 minutes of the testing period remain,

SAY

You have 15 minutes to finish Part 1 of this test.

When the testing period has ended,

SAY

The testing period has now ended. Please put your pencil down. Place your answer sheet inside your test booklet and close your test booklet. If you need more to finish this part of the test, raise your hand and (*insert DISTRICT PLAN*).

Please consult your district assessment plan to determine how to handle a student who requests additional time to complete this part.

Since Part 2 of the Reading test is to be taken immediately following this testing session, allow the students a minimum 10-minute monitored break before continuing.

INSTRUCTIONS FOR Part 2:

SAY

You will now be taking Part 2 of the Reading test.

Distribute the Reading test booklets and answer sheets. Make sure each student has the test booklet and answer sheet that they used to complete Part 1 of the test.

SAY

Do not open your test booklet until you are told to do so. If you finish this part of the Reading test early, you may go back and check your work in this part only. **DO NOT** go back to Part 1.

If you complete Part 2, have checked over your work, and would like to read, raise your hand and I will collect your test materials. After I have collected your test materials, you may read any materials you have brought with you, but you may not talk or disturb others.

Find the Reading section on the back of your answer sheet. The questions for Part 2 will begin at question #25.

Hold up a sample answer sheet and point to the Reading section. Pause.

SAY

Now open your test booklet to find Part 2 of the Reading test.

Hold up a sample test booklet to Part 2 of the Reading test. Pause.

SAY

As long as you are working productively, you will be given enough time to finish the test. For this part of the test we have scheduled ____ minutes.

As with Part 1, I will tell you when you have 15 minutes to finish the test.

Be sure to read all the directions carefully and mark your answers in the Reading section of the answer sheet. Do not mark more than one answer bubble for any question. If more than one response is bubbled, the question will be scored as INCORRECT. Are there any questions?

Pause. Answer any questions.

SAY

You may now begin Part 2 of the Reading test.

Record the start time for this part of the test. Post the end time in a place visible to all students.

The test administrator and/or proctor should circulate to ensure that students are working on Part 2 of the test only, and that students are marking their answers in the correct section of the answer sheet.

When 15 minutes of the testing period remain,

SAY

You have 15 minutes to finish this part of the test.

When the testing period has ended,

SAY

The testing period has now ended. Please put your pencil down and close your test booklet. If you need more time to finish this test, raise your hand and (*insert DISTRICT PLAN*).

Please consult your district assessment plan to determine how to handle a student who requests additional time to complete this part.

Immediately following the end of the scheduled testing period for the Reading Test, collect all answer sheets, test booklets and scratch paper from the students who are finished. If you have completed testing for the day, follow the edit procedures listed in Part 5 of this manual and return all materials to your School Test Coordinator.

Part 5: Answer Sheet Edit Procedures

Errors in coding the demographic information on the answer sheets may result in inaccurate reports or delays in reporting test results. Contact your district office for questions regarding student demographic information.

Following test administration, all students answer sheets should be reviewed for the following:

- There are no stray pencil marks outside of the answer spaces or bubbled areas to be machine scored.
- All marks to be machine scored are marked darkly in pencil.
- All erasures are complete.
- All sections have been bubbled appropriately (if applicable).

PROGRAM (POP) CODES:

IEP – a student who is identified as having a disability and is provided placement and services consistent with the *Individuals with Disabilities Education Act* (IDEA). **This includes a student with an IEP for speech or language.** Students identified only as Gifted and/or Talented are not included here.

ELL – a student who speaks a language other than English or has another language other than English spoken in the home **and** participates in an English language instructional program. Monitored ELL students should be coded as ELL.

504 – a student identified in accordance with section 504 of the *Rehabilitation Act of 1973* and who has a Section 504 plan.

MIG – a migrant student who has an approved Certificate of Eligibility on file with the Nevada Department of Education.

All other students are to be marked **REG**.

YEARS IN DISTRICT (YID) CODES:

Fill in the bubble that corresponds with the number of years each student has attended school in this district.

0 - if student is new to the district this year.

Begin counting with Grade 1, or the first year attending school in this district.

1 - if student has attended only 1 year in this district prior to the current year.

2 - if student has attended for 2 years in this district prior to the current year.

3 - if student has attended for 3 years in this district prior to the current year,

through "10" for 10 years in this district prior to the current year.

O - for Other, if student has spent more than 10 years in this district prior to the current year.

TESTING CONDITION (TC) CODES:

The column labeled TC (TESTING CONDITIONS) is used to further specify the conditions under which the student took the test, as follows:

- R** Regular - tested under REGULAR conditions
- IR** IEP - tested under REGULAR conditions
- IA** IEP - tested under APPROVED accommodations
- IS** IEP - tested under SPECIAL conditions
- ER** ELL - tested under REGULAR conditions
- EA** ELL - tested under APPROVED accommodations
- ES** ELL - tested under SPECIAL conditions
- 5R** 504 - tested under REGULAR conditions
- 5A** 504 - tested under APPROVED accommodations
- 5S** 504 - tested under SPECIAL conditions

Fill in the bubble indicating the conditions under which the student took the test. Answer sheets for students tested under SPECIAL conditions should be packed in a separate Special Handling envelope when they are returned for scoring.

INVALIDATION (INV) CODE:

This bubble should be filled in for the appropriate content area(s) only if a student's test must be invalidated. If this code is marked, the student's participation will not count for AYP purposes nor will the student be considered proficient. This procedure replaces the previous practice of marking all the bubbles in the first five or six rows in the answer section of the test involved (CRT, HSPE, or ITBS/ITED).

- I** **INVALIDATION** if the student's test has been invalidated.

STUDENT DEMOGRAPHIC INFORMATION REVIEW:

In order to ensure the prompt and accurate reporting of results of the High School Proficiency Examinations, school-level personnel **MUST** check the recording and coding of the following DEMOGRAPHIC information (on the DEMOGRAPHIC page) on all answer sheets prior to packing the answer sheets for scoring:

1. **First and Last Name blocks** (required) - must not be blank or contain unintentional blanks.

Each must be left-justified.

MOST COMMON PROBLEMS:

- name is not left-justified (that is, first letter of name is NOT coded in leftmost column).
- somewhere within the name, a column is skipped or two successive letters are coded in the same column.
- name is entered in the space provided, but not coded in the bubbles.

Middle Initial – coded in last column of name block.

MOST COMMON PROBLEMS:

- middle initial is coded in a different column.
- two bubbles are filled in.

2. **District Number** (required) - find numbers in Appendix A of this manual.

3. **School Number** (required) – must be coded correctly for results to be reported to the correct school and district. Answer sheets may be returned to district for correction if district can be identified.

MOST COMMON PROBLEM:

- bubbles not filled in correctly.

4. **Student Number** (required) – the scoring program for these examinations require that a student number be entered here. It must be left-justified. The first digit cannot be a zero.

5. **Date of Birth** (required) – used to identify each student in alphabetical state roster report.

MOST COMMON PROBLEM:

- digits not bubbled in appropriate columns.

6. **Gender** – only one bubble should be filled in.

7. **Population (POP) and Testing Conditions (TC)** – the top bubble, indicating regular status, should have been filled in for all students except those indicated in *Answer Sheet Edit Procedures*. The special codes are used for special education (IEP), ELL (or LEP), 504, Migrant (MIG), and free/reduced lunch (FRL) categorization. More than one bubble may be filled in.

8. **Years in District (YID)** – only one bubble should be filled in.

9. **Ethnicity** – only one bubble should be filled in.

APPENDIX A

District and School Number List

01 CHURCHILL COUNTY SCHOOL DISTRICT		
01 CHURCHILL		21 CHURCHILL ALT
01 205 Best E S		21 902 Churchill Co Adult
01 401 Churchill Co H S		
01 301 Churchill Co Jr H S		41 CHURCHILL CHARTER
01 201 Cottage		41 402 Gateways to Success
01 206 Lahontan E S		
01 202 Northside E S		81 HOME SCHOOLED
01 207 Numa E S		81 888 Churchill Home Sch
01 204 West End E S		
02 CLARK COUNTY SCHOOL DISTRICT		
02 CLARK		
02 131 Adams E S		02 151 Allen E S
02 231 Adcock E S		02 140 Antonello E S
02 420 Advanced Tech Acad		02 413 Area Tech Trade Ctr
02 178 Alamo E S		
02 137 Bartlett E S		02 601 Boulder City H S
02 406 Basic H S		02 279 Bowler Grant E S
02 280 Bass E S		02 159 Bowler Joseph E S
02 108 Beatty E S		02 246 Bracken E S
02 327 Becker M S		02 307 Bridger M S
02 248 Beckley E S		02 306 Brinley M S
02 236 Bell E S		02 179 Brookman E S
02 138 Bendorf E S		02 319 Brown M S
02 292 Bennett E S		02 147 Bruner E S
02 271 Bilbray E S		02 148 Bryan Richard E S
02 101 Blue Diamond E S		02 156 Bryan Roger E S
02 411 Bonanza H S		02 163 Bunker E S
02 157 Bonner E S		02 211 Booker E S
02 348 Cadwallader M S		02 422 Comm Coll East H S
02 225 Cahlan E S		02 426 Comm Coll South H S
02 155 Cambeiro E S		02 423 Comm Coll West H S
02 349 Canarelli M S		02 184 Conners E S
02 316 Cannon M S		02 612 Coronado H S
02 429 Canyon Spgs H S		02 165 Cortez E S
02 171 Carl E S		02 335 Cortney M S
02 219 Carson E S		02 293 Cox Clyde E S
02 158 Cartwright E S		02 126 Cox David E S
02 304 Cashman M S		02 180 Cozine E S
02 607 Centennial H S		02 223 Craig E S
02 409 Chaparral H S		02 342 Cram M S
02 415 Cheyenne H S		02 205 Crestwood E S
02 109 Christensen E S		02 233 Culley E S
02 414 Cimarron Mem H S		02 125 Cunningham E S
02 401 Clark H S		

02	130	Dailey E S	02	106	Deskin E S
02	172	Darnell E S	02	300	Detwiler E S
02	220	Dearing E S	02	263	Diskin E S
02	269	Decker E S	02	266	Dondero E S
02	430	Del Sol H S	02	111	Dooley E S
02	124	Derfelt E S	02	417	Durango H S
02	609	Desert Pines H S			
02	212	Earl Ira E S	02	118	Eisenberg E S
02	296	Earl Marion E S	02	410	Eldorado H S
02	267	Edwards E S	02	164	Elizondo E S
02	257	Ferron E S	02	608	Foothill H S
02	347	Fertitta M S	02	308	Fremont M S
02	352	Findlay M S	02	268	French E S
02	143	Fitzgerald E S	02	272	Frias E S
02	119	Fong E S	02	240	Fyfe E S
02	276	Galloway E S	02	102	Goodsprings E S
02	167	Garehime E S	02	186	Goolsby E S
02	318	Garrett M S	02	275	Gragson E S
02	302	Garside M S	02	278	Gray E S
02	181	Gehring E S	02	416	Green Vly H S
02	120	Gibson E S	02	324	Greenspun M S
02	310	Gibson M S	02	208	Griffith E S
02	206	Gilbert E S	02	317	Guinn M S
02	185	Givens ES	02	161	Guy E S
02	153	Goldfarb E S			
02	207	Hancock E S	02	210	Hewetson E S
02	261	Harmon E S	02	122	Hill E S
02	346	Harney M S	02	297	Hinman E S
02	262	Harris E S	02	202	Hoggard E S
02	168	Hayes E S	02	273	Hollingsworth E S
02	229	Heard E S	02	350	Hughes M S
02	173	Heckethorn E S	02	187	Hummel E S
02	129	Herr E S	02	303	Hyde Park M S
02	209	Herron E S			
02	252	Indian Spgs E S	02	336	Indian Spgs M S
02	604	Indian Spgs H S	02	182	Iverson E S
02	123	Jacobson E S	02	323	Johnson M S
02	135	Jydstrup E S			
02	133	Kahre E S	02	107	Kim E S
02	134	Katz E S	02	136	King Martha E S
02	332	Keller M S	02	105	King Martin E S
02	226	Kelly E S	02	309	Knudson M S
02	169	Kesterson E S			
02	237	Lake E S	02	222	Lincoln E S
02	166	Lamping E S	02	270	Long E S
02	418	Las Vegas Acad	02	144	Lowman E S
02	402	Las Vegas H S	02	141	Lummis E S
02	321	Laughlin Jr S H S	02	103	Lundy E S

02	337	Lawrence M S	02	117	Lunt E S
02	341	Leavitt M S	02	115	Lynch E S
02	428	Liberty H S	02	329	Lyon M S
02	331	Lied M S			
02	277	Mack E S	02	112	Mendoza E S
02	217	Mackey E S	02	274	Miller Sandy E S
02	213	Manch E S	02	338	Miller Bob M S
02	353	Mannion M S	02	215	Miller, John F.
02	311	Martin M S	02	250	Mitchell E S
02	281	Martinez E S	02	602	Moapa Vly H S
02	132	May E S	02	424	Mojave H S
02	234	McCall E S	02	333	Molasky M S
02	249	McCaw E S	02	343	Monaco M S
02	298	McDoniel E S	02	282	Moore E S
02	113	McMillan E S	02	162	Morrow E S
02	218	McWilliams E S	02	228	Mountain View E S
02	170	Neal E S	02	146	Newton E S
02	283	Ober E S	02	312	Orr M S
02	322	OCallaghan M S			
02	425	Palo Verde H S	02	289	Petersen E S
02	232	Paradise E S	02	145	Piggott E S
02	216	Park E S	02	244	Pittman E S
02	110	Parson E S	02	253	Priest E S
02	114	Perkins E S			
02	403	Rancho H S	02	174	Rogers E S
02	235	Red Rock E S	02	339	Rogich M S
02	295	Reed E S	02	203	Ronnow E S
02	104	Reid E S	02	201	Ronzzone E S
02	160	Rhodes E S	02	221	Rowe E S
02	150	Roberts E S	02	128	Rundle E S
02	315	Robison M S			
02	412	S N V T C	02	334	Silvestri M S
02	291	Sandy Vly E S	02	189	Simmons E S
02	320	Sandy Vly M S	02	305	Smith M S
02	354	Saville M S	02	284	Smith Hal E S
02	328	Sawyer M S	02	264	Smith Helen E S
02	188	Scherkenbach E S	02	175	Snyder E S
02	344	Schofield M S	02	431	Spring Vly H S
02	345	Sedway M S	02	204	Squires E S
02	251	Sewell E S	02	294	Stanford E S
02	427	Shadow Ridge H S	02	286	Staton E S
02	611	Sierra Vista H S	02	241	Sunrise Acres E S
02	421	Silverado H S	02	325	Swainston M S
02	190	Tanaka E S	02	139	Thorpe E S
02	285	Tarr E S	02	290	Tobler E S
02	260	Tate E S	02	265	Tomiyasu E S
02	254	Taylor Robert E S	02	127	Treem E S
02	230	Taylor Glen E S	02	243	Twin Lakes E S
02	239	Thomas E S	02	176	Twitchell E S

02 214 Ullom E S
 02 404 Valley H S
 02 154 Vanderburg E S
 02 245 Vegas Verdes E S

02 255 Virgin Vly E S
 02 603 Virgin Vly Jr S H S
 02 301 Von Tobel M S

02 183 Walker E S
 02 258 Ward E S
 02 238 Warren E S
 02 247 Wasden E S
 02 177 Watson E S
 02 259 Wengert E S
 02 330 West M S
 02 405 Western H S
 02 326 White M S
 02 256 Whitney E S

02 142 Wiener E S
 02 149 Wilhelm E S
 02 242 Williams Tom E S
 02 224 Williams Wendell E S
 02 152 Wolfe E S
 02 287 Wolff E S
 02 314 Woodbury M S
 02 116 Woolley E S
 02 121 Wynn E S

22 CLARK ALT

22 941 Adult Ed
 22 930 Biltmore Continuation
 22 922 Burk Credit
 22 419 Burk Sunset
 22 950 CCSD Virtual H S
 22 936 Child Haven
 22 932 Cowan Academic
 22 924 Cowan Credit
 22 948 Desert Rose Adult
 22 926 Desert Willow E S
 22 927 Desert Willow Secondary
 22 937 Homebound E S
 22 915 Homebound Secondary
 22 925 Acad for Indiv Study 6-12
 22 947 Acad for Indiv Study K-5
 22 407 Jeffrey Behavior
 22 920 Jeffery Credit
 22 917 Miley Achvmt E S
 22 916 Miley Achvmt Secondary
 22 934 Morris Behavior
 22 923 Morris Credit
 22 408 Morris Sunset
 22 933 Peterson Behavior
 22 931 Peterson Credit
 22 928 South Continuation
 22 908 Southwest Behavior
 22 910 Stewart, Helen J.
 22 935 Variety Secondary
 22 911 Variety Sch
 22 929 Washington Continuation

42 CLARK CHARTER

42 288 Agassi E S
 42 351 CC Team Academy
 42 615 Explore Knowledge E S
 42 616 Explore Knowledge Sec
 42 610 Keystone
 42 299 Odyssey E S
 42 358 Odyssey M S
 42 614 Odyssey H S
 42 617 Agassi Sec

62 CLARK CORR

62 777 Detention
 62 952 H D S P
 62 921 Impact Program
 62 912 Juvenile Court
 62 953 S D C C
 62 954 S N W C F
 62 913 Spring Mtn Jr Sr H S
 62 918 Summit School
 62 919 Summit View Correctional

82 HOME SCHOOLED

82 888 Clark Home Sch

03 DOUGLAS COUNTY SCHOOL DISTRICT

03 DOUGLAS

03 301 Carson Vly M S
 03 501 Douglas H S
 03 201 Gardnerville E S
 03 206 Jacks Vly E S

23 DOUGLAS ALT

23 901 Douglas Alt

43 DOUGLAS CHARTER

43 300 Sierra Crest Acad

03 208 Kingsbury M S
 03 205 Meneley E S
 03 210 Minden E S
 03 302 Pau Wa Lu M S
 03 209 Pinon Hills E S
 03 207 Scarselli E S
 03 502 Whittell H S
 03 202 Zephyr Cove E S

63 DOUGLAS CORR

63 503 Jacobsen H S
 63 902 Tahoe Detention Facility

83 HOME SCHOOLED

83 888 Douglas Home Sch

04 ELKO COUNTY SCHOOL DISTRICT

04 ELKO

04 205 Carlin E S
 04 601 Carlin H S

04 501 Carlin Jr H S

04 202 Elko Grammar
 04 603 Elko H S

04 503 Elko Jr H S

04 104 Independence Vly E S
 04 105 Jackpot E S

04 605 Jackpot H S
 04 505 Jackpot Jr H S

04 107 Montello E S
 04 108 Mound Vly E S

04 209 Mountain View E S
 04 203 Northside E S

04 206 Owyhee E S

04 604 Owyhee H S

04 212 Petan Ranch Sch

04 111 Ruby Vly E S

04 211 Sage E S
 04 204 Southside E S
 04 210 Spring Creek E S

04 606 Spring Creek H S
 04 504 Spring Creek M S

04 207 Wells E S
 04 602 Wells H S
 04 502 Wells Jr H S

04 208 West Wendover E S
 04 607 West Wendover H S
 04 507 West Wendover Jr H S

24 ELKO ALT

24 902 Elko Adult
 24 903 Elko Alt
 24 901 Elko Early Education

84 HOME SCHOOLED

84 888 Elko Home Sch

64 ELKO CORR

64 906 Juvenile Detention

05 ESMERALDA COUNTY SCHOOL DISTRICT

05 ESMERALDA

05 101 Dyer E S
 05 102 Goldfield E S
 05 103 Silver Peak E S

85 HOME SCHOOLED

85 888 Esmeralda Home Sch

06 EUREKA COUNTY SCHOOL DISTRICT

06 EUREKA

06 101 Crescent Vly E S
 06 103 Eureka E S

86 HOME SCHOOLED

86 888 Eureka Home Sch

06 601 Eureka H S

07 HUMBOLDT COUNTY SCHOOL DISTRICT

07 HUMBOLDT

07 101 Denio E S
07 206 French Ford M S
07 205 Grass Vly E S
07 107 Jackson Mtn E S
07 103 Kings River E S
07 106 Leonard Creek E S
07 501 Lowry H S
07 203 McDermitt E S
07 601 McDermitt H S
07 302 McDermitt Jr H S
07 104 Orovada E S
07 105 Paradise Vly E S
07 201 Sonoma Heights E S
07 202 Winnemucca Grammar
07 301 Winnemucca Jr H S

27 HUMBOLDT ALT

27 903 Lowry Adult

67 HUMBOLDT CORR

67 901 Leighton Hall

87 HOME SCHOOLED

87 888 Humboldt Home Sch

08 LANDER COUNTY SCHOOL DISTRICT

08 LANDER

08 101 Austin E S
08 602 Austin H S
08 601 Battle Mtn H S
08 301 Battle Mtn Jr H S
08 201 Black E S
08 203 Lemaire E S
08 202 Pierce, Eliza

28 LANDER ALT

28 902 Lander Adult

88 HOME SCHOOLED

88 888 Lander Home Sch

09 LINCOLN COUNTY SCHOOL DISTRICT

09 LINCOLN

09 201 Caliente E S
09 501 Lincoln Co H S
09 301 Meadow Vly M S
09 102 Pahrnagat Vly E S
09 601 Pahrnagat Vly H S
09 302 Pahrnagat Vly M S
09 202 Panaca E S
09 203 Pioche E S

29 LINCOLN ALT

29 902 Lincoln Co Adult

69 LINCOLN CORR

69 602 C O Bastian

89 HOME SCHOOLED

89 888 Lincoln Home Sch

10 LYON COUNTY SCHOOL DISTRICT

10 LYON

10 209 Cottonwood E S
10 201 Dayton E S
10 604 Dayton H S
10 208 Dayton Inter
10 203 Fernley E S
10 601 Fernley H S
10 303 Fernley Inter
10 205 Silver Spgs E S
10 605 Silver Stage H S

30 LYON ALT

30 907 Fernley Adult
30 908 Silver Stage Adult
30 909 Yerington Adult

70 LYON CORR

70 902 Western NV Youth Ctr

10	304	Silver Stage M S
10	204	Smith Vly E S
10	602	Smith Vly H S
10	210	Sutro E S
10	202	Yerington E S
10	603	Yerington H S
10	302	Yerington Inter

90	HOME SCHOOLED
90	888 Lyon Home Sch

11 MINERAL COUNTY SCHOOL DISTRICT

11 MINERAL

11	203	Hawthorne El Jr H S
11	201	Hawthorne Primary
11	601	Mineral Co H S
11	202	Schurz E S

31 MINERAL ALT

31	901	Mineral Alt
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91 HOME SCHOOLED

91	888	Mineral Home Sch
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12 NYE COUNTY SCHOOL DISTRICT

12 NYE

12	106	Amargosa Vly E S
12	316	Amargosa Vly M S

12	201	Beatty E S
12	601	Beatty H S
12	311	Beatty M S

12	301	Clarke M S
12	101	Duckwater E S
12	317	Duckwater M S

12	105	Gabbs E S
12	602	Gabbs H S
12	315	Gabbs M S

12	207	Hafen E S
12	108	Johnson E S
12	102	Manse E S
12	206	Mt Charleston E S

12	604	Pahrump Vly H S
12	103	Round Mtn E S
12	605	Round Mtn H S
12	313	Round Mtn M S

12	204	Silver Rim E S
12	202	Tonopah E S

12	603	Tonopah H S
12	312	Tonopah M S

32 NYE ALT

32	902	Nye Co Adult
32	606	Pathways H S
32	607	Pathways M S
32	608	CSS Program

92 HOME SCHOOLED

92	888	Nye Home Sch
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13 CARSON CITY SCHOOL DISTRICT

13 CARSON

13	201	Bordewich Bray E S
13	501	Carson H S
13	301	Carson M S
13	302	Eagle Vly M S
13	209	Empire E S

13	204	Fremont E S
13	203	Fritsch E S
13	211	Mark Twain E S
13	207	Seeliger E S

33 CARSON ALT

33	902	Carson Adult
33	903	Pioneer H S

73 CARSON CORR

73	202	Prison Education
73	901	Juvenile Detention

53 CARSON CHARTER

53	212	Carson Montessori
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93 HOME SCHOOLED

93	888	Carson Home Sch
----	-----	-----------------

14 PERSHING COUNTY SCHOOL DISTRICT

14 PERSHING

14 101 Imlay E S
14 201 Lovelock E S
14 601 Pershing H S
14 301 Pershing M S

74 PERSHING CORR

74 991 Coal Canyon H S

94 HOME SCHOOLED

94 888 Pershing Home Sch

34 PERSHING ALT

34 903 Pershing Co Adult

15 STOREY COUNTY SCHOOL DISTRICT

15 STOREY

15 101 Gallagher E S
15 102 Hillside E S
15 601 Virginia City H S
15 301 Virginia City M S

35 STOREY ALT

35 901 Virginia City Alt

95 HOME SCHOOLED

95 888 Storey Home Sch

16 WASHOE COUNTY SCHOOL DISTRICT

16 WASHOE

16 266 Allen E S

16 271 Beasley E S
16 207 Beck E S
16 275 Bennett E S

16 214 Cannan E S
16 261 Caughlin Ranch E S

16 609 Damonte Ranch HS
16 315 Damonte Ranch M S
16 268 Desert Heights E S
16 238 Diedrichsen E S
16 306 Dilworth M S
16 258 Dodson E S

16 203 Elmcrest E S
16 509 Galena H S
16 601 Gerlach H S
16 313 Gerlach M S

16 262 Hidden Vly E S
16 230 Huffaker E S
16 504 Hug H S

16 251 Incline E S
16 602 Incline H S
16 309 Incline M S

16 232 Lemmon Vly E S
16 257 Lenz E S

16 273 Mathews E S

16 201 Anderson E S

16 310 Billingshurst M S
16 208 Booth E S
16 229 Brown E S

16 301 Clayton M S
16 215 Corbett E S

16 272 Donner Spgs E S
16 212 Double Diamond E S
16 223 Drake E S
16 204 Duncan E S
16 239 Dunn E S

16 256 Gomes E S
16 216 Gomm E S
16 224 Greenbrae E S

16 274 Hunsberger E S
16 206 Hunter Lake E S

16 236 Johnson E S
16 226 Juniper E S

16 227 Lincoln Park E S
16 202 Loder E S

16 311 Mendive M S

16	222	Maxwell E S	16	228	Mitchell E S
16	508	McQueen H S	16	267	Moss E S
16	210	Melton E S	16	211	Mount Rose E S
16	237	Natchez E S	16	308	OBrien M S
16	607	North Valleys H S	16	302	Pine M S
16	240	Palmer E S	16	233	Pleasant Vly E S
16	213	Peavine E S	16	221	Risley E S
16	505	Reed H S	16	606	Spanish Spgs H S
16	502	Reno H S	16	503	Sparks H S
16	316	Shaw M S	16	307	Sparks M S
16	217	Sierra Vista E S	16	219	Stead E S
16	263	Silver Lake E S	16	234	Sun Valley E S
16	260	Smith Alice E S	16	303	Swope M S
16	225	Smith Kate E S	16	209	Towles E S
16	218	Smithridge E S	16	305	Traner M S
16	269	Spanish Spgs E S	16	205	Warner E S
16	265	Taylor E S	16	264	Westergard E S
16	603	T M C C Magnet H S	16	259	Whitehead E S
16	276	Van Gorder E S	16	270	Winnemucca E S
16	304	Vaughn M S	16	501	Wooster H S
16	235	Verdi E S			
16	220	Veterans Mem E S			
36	WASHOE ALT		56	WASHOE CHARTER	
36	920	Washoe Adult	56	608	Acad for Career Ed
36	506	Washoe H S	56	278	Bailey E S
36	314	Washoe M S	56	312	Coral Acad of Sci
36	911	Picollo Marvin	56	282	High Des Montessori
36	912	Wittenberg Hall	56	604	I Can Do Anything
36	913	ESL Center	56	281	Mariposa Acad
36	914	ESL Center Middle (Pine)	56	610	Rainshadow H S
36	915	Homebound	56	605	Sierra NV Acad
36	916	Hare OCC Center	96	HOME SCHOOLED	
36	917	Pathways	96	888	Washoe Home Sch
36	918	Echo Loder ESL Center			

17 WHITE PINE COUNTY SCHOOL DISTRICT

17	WHITE PINE		37	WHITE PINE ALT	
17	103	Baker E S	37	904	Steptoe Vly Adult
17	204	Early Childhood	37	903	Steptoe Vly H S
17	101	Lund E S			
17	601	Lund Jr S H S			
17	203	McGill E S	97	HOME SCHOOLED	
17	201	Norman E S	97	888	White Pine Home Sch
17	502	White Pine Co H S			
17	301	White Pine M S	98	BIA SCHOOLS	
			98	723	Pyramid Lake
			98	752	Duckwater Shoshone
77	WHITE PINE CORR				
77	902	Mountain H S			

40 STATE BOARD SPONSORED CHARTER SCHOOLS

40	403	Halima Academy	40	400	Silver State H S
40	401	Nevada State H S	40	402	Team A

80 PRIVATE SCHOOLS

60	903	Independence H S			
80	762	Sierra Lutheran H S	80	721	Paradise Christian Acad
80	761	Excel Christian School	80	748	Capital Christian
80	760	Rock of Ages Baptist	98	723	Pyramid Lake Jr/Sr H S
80	703	Bishop Gorman H S	80	725	Echoes Christian Acad
80	704	New Horizons Acad	80	731	Legacy Christian School
80	705	Lake Mead Christian Acad	80	734	Church Acad
80	707	The Meadows School	80	740	University Baptist Acad
80	709	Bishop Manogue H S	80	741	Grace Christian Acad
80	710	Mountain View Christian School	80	742	Academy for Learning
80	711	Calvary Chapel Christian School	80	743	New Hope Christian Acad
80	712	Faith Lutheran Jr/Sr H S	80	750	Warren-Walker School
80	718	Trinity Christian School	80	751	Sage Ridge School
80	720	Reno Christian Acad			

APPENDIX B

IEP Accommodation Form for the Nevada Proficiency Examination Program Effective for 2004-2005 School Year Only

Student Name: _____ Date: _____

This form is to be used by a student's IEP committee in documenting need for testing accommodations and must accompany the IEP. Accommodations selected are specific and must be provided to the appropriate classroom test administrator(s). Test security guidelines must be strictly adhered to in the administration of NPEP testing for all students. At least one of options I through III must be completed. Students identified only as Gifted and/or Talented may not use accommodations.

I. NO ACCOMMODATIONS NEEDED

_____ It is the judgment of the IEP committee that no accommodations are needed for this student. The student will test using standard conditions.

II. ACCOMMODATIONS

The accommodations for the Nevada Proficiency Examination Program, which are listed below, apply to the HSPE, the Writing Assessments, the *ITBS* and *ITED*, and the CRTs, unless otherwise indicated. The use of accommodations other than those specifically outlined below requires prior approval by the Nevada Department of Education. A list of contacts is provided in *Guidelines for the Nevada Proficiency Examination Program*.

Accommodations in the Test Setting (Check only those that apply to this student):

- _____ Individual administration will be allowed.
_____ Small group administration (other than regular classroom) will be allowed.
_____ Administration in an alternative setting will be allowed.
_____ Describe: _____
_____ Provide for special lighting.
_____ Describe: _____
_____ Provide for test administration in a study carrel or reasonable substitute.
_____ Provide for special acoustics such as an amplifier for verbal instructions.
_____ Describe: _____

Accommodations in Test Scheduling (Check only those that apply to this student):

- _____ Tests administered at a time of day when the student is expected to do his/her best work.
_____ Describe: _____
_____ The time allowed to take the test in a single session is extended to allow for rest periods to counter fatigue or to allow for the increased time required by altered testing procedures (**not to exceed twice the normal time**).

Extra time is allowed **ONLY** on the tests or subtests listed below that are identified with an "X": (*circle grade*)

	CRTs (3, 4, 5, 6, 7, 8)	NRT (4, 7, 10)	HSPE (10, 11, 12, Adult)
Reading	X	X	X
Language		X	
Mathematics	X	X	X
Science	X	X	
Writing	X		X

Accommodations in Test Administration (Check only those that apply to this student):

- _____ Provide test administration by a specific individual (i.e., special education teacher, guidance counselor, etc.).
_____ Specify: _____
Student will use:
_____ a visual magnification device.

- _____ an electronic device whose sole function is to enlarge text.
- _____ a mask to cover portions of the test.
- _____ markers to maintain his/her place.
- _____ a large-print or Braille (circle one) version of the test.
- _____ a device to screen out extraneous sounds.
- _____ a calculator on the HSPE or CRT mathematics test.

Test administrator or proctor will:

- _____ use an auditory amplification device to give directions.
- _____ read directions aloud in English that are not normally read aloud to the student.
- _____ reread directions aloud in English as necessary.
- _____ provide verbatim directions in English to the student in sign language.
- _____ read the Language test (subtest found only on ***ITBS/ITED***) verbatim, in English, to student.
- _____ read the mathematics test(s) verbatim, in English, to the student.
- _____ read the science test(s) verbatim, in English, to the student.
- _____ provide directions, verbatim, in English, on a separate sheet for the student to use as needed.

Accommodations in Student Responses (Check only those that apply to this student):

Student will:

- _____ use pencils adapted in size or grip diameter.
- _____ type written responses using a keyboard or typewriter. (**The use of electronic aids such as spelling, grammar, or hyphenation checks are not permitted on the writing assessment.**)
- _____ use a Braillewriter to record responses to writing prompts or constructed response question(s).
- _____ record responses to multiple-choice questions in the test booklet or on a separate sheet of paper.
- _____ record response(s) to writing prompts or constructed response question(s), on a separate sheet of paper.
- _____ dictate responses for multiple-choice questions to a test administrator or proctor.
- _____ dictate responses for constructed response questions to a test administrator or proctor. (**This option is NOT available to students taking a writing assessment.**)

Other Accommodation(s):

_____ *IEP committees should check with the Nevada Department of Education on the use of any accommodation not listed on this accommodation form.* If an accommodation has been approved in writing by the Department of Education: Assessment, Program Accountability, and Curriculum, please attach a copy of the letter.

Description of accommodation: _____

III. ALTERNATE ASSESSMENT(S)

_____ It is the judgment of the IEP committee that this student will not participate in the CRT, ***ITBS*** or ***ITED***, or Writing Assessment during the period of the current IEP. The following alternate assessment(s) has/have been selected as a replacement: _____

NOTE: (IEP committees who make this decision must be aware of the long-range impact this decision may have on the student. The SCAAN is based upon alternate achievement standards; therefore, student achievement will be based on these alternate standards. Please refer to the “Administration and Reporting Guidelines for SCAAN” for additional information.)

TESTING MODIFICATIONS

All students who test using other than accommodations (see lists above) will be placed in the lowest achievement category for that test and will be counted for participation. The following are not accommodations but are modifications and do affect the validity of the test scores. The following list is not exhaustive but has been provided to highlight a few specific modifications that do affect the validity and reliability of a student’s test scores.

- Test administrator reading the reading test on the CRT or on the HSPE or vocabulary test(s) of the ***ITBS/ITED*** to the student. (This includes any process for orally transmitting the test content to the student through the use of any device that converts print or other code to speech.)
- Student using an electronic spell check or grammar check device on a writing assessment.
- Student dictating to a scribe the response to the HSPE in Writing or 4th or 8th Grade Writing Assessment.
- Student using a calculator on the Math Computation section of the ***ITBS*** or ***ITED***, or on Part 2 of Math Concepts and Estimation section of either the ***ITBS*** or ***ITED***.

APPENDIX C

NEVADA PROFICIENCY EXAMINATION PROGRAM Proficiency Testing Record for Limited English Proficient Students Effective for 2004-2005 School Year Only

Student Name _____ Date _____

School _____ District _____

All limited English proficient students must be tested for English language proficiency as well as for subject area content knowledge. The *Language Assessment Scales (LAS)* will be used to assess English language proficiency in oral speech, reading, writing, speaking, and comprehension. These *LAS* scores cannot be used as an alternate to state-mandated content area assessments. All LEP students must also participate in the state subject area content assessments.

Administration of the Language Assessment Scales (LAS) Copyright 1990, CTB/McGraw Hill

LAS-O (Oral) Score: _____ LAS-O Level _____ Date of LAS-O _____

LAS-R (Reading) Score: _____ LAS-R Level _____ Date of LAS-R _____

LAS-W (Writing) Score: _____ LAS-W Level _____ Date of LAS-W _____

LAS-S (Speaking) Score: _____ LAS-S Level _____ Date of LAS-S _____

LAS-C (Comprehension) Score: _____ LAS-C Level _____ Date of LAS-C _____

Level 1	Level 2	Level 3	Level 4	Level 5*
0-60	61-120	121-180	181-240	241+

***Students scoring at Level 5 in the particular content area being tested are considered on monitored status and are not allowed any accommodations on the same state subject area content test.**

One of the two options below must be completed for each LEP student. LEP students who are on monitored status cannot use an accommodation for a state-mandated subject area content assessment. Accommodations are specific for each student and must be on file in the student's folder. Relevant information from this form must be provided to the appropriate test administrator(s). Test security guidelines must be strictly adhered to in all testing for NPEP.

I. NO ACCOMMODATIONS NEEDED

_____ No accommodations are needed for this student. The student will test using standard conditions.

II ACCOMMODATIONS (Check only those that apply to this student.)

The accommodations for the Nevada Proficiency Examination Program, which are listed below, apply to the HSPE, the Writing Assessments, the *ITBS* and *ITED* and the CRTs, unless otherwise indicated. The use of accommodations other than those specifically outlined below requires prior approval by the Nevada Department of Education. A list of contacts is provided in *Guidelines for the Nevada Proficiency Examination Program*.

Accommodations in the Test Setting (Check only those that apply to this student):

_____ Individual administration will be allowed.

_____ Small group administration (other than regular classroom) will be allowed.

_____ Administration in an alternative setting will be allowed.

Describe: _____

_____ Student will take the test in a study carrel or reasonable substitute.

Accommodations in Test Scheduling (Check only those that apply to this student):

_____ The time allowed to take the test in a single session is extended to allow an LEP student to take the test in English. Extra time is allowed only on the tests or subtests listed below that are identified with an "X":
(circle grade)

	CRTs (3, 4, 5, 6, 7, 8)	NRT (4, 7, 10)	HSPE (10, 11, 12, Adult)
Reading	X	X	X
Language		X	
Mathematics	X	X	X
Science	X	X	
Writing	X		X

Accommodations in Test Administration (Check only those that apply to this student):

_____ A specific individual may administer the test. (i.e. ESL/ELL teacher).

Specify: _____

_____ Words in writing test prompt(s) will be **defined** so that the student understands the meaning of the topic. **(No help can be given on responding to the topic nor may the prompt or any part of it be translated into the student's first language.)**

_____ Student will use a bilingual dictionary on the CRTs, grades 3-8, and on 4th and 8th grade writing assessments.

_____ Student will use word-for-word translators on the *ITBS* and the *ITED*.

Test administrator or proctor:

_____ may answer questions that deal with **testing procedures**.

_____ will read aloud **directions** that are not normally read aloud to the student in the student's native language when possible and necessary.

_____ will reread **directions** aloud as necessary.

_____ will read the Language test (*ITBS/ITED* only) verbatim, **in English**, to the student.

_____ will read the mathematics test(s) verbatim, **in English**, to the student.

_____ will read the science test(s) verbatim, **in English**, to the student.

Other Accommodation(s):

_____ An accommodation not listed above, which has been approved in writing by the Nevada Department of Education: Assessment, Program Accountability, and Curriculum. (Attach copy of letter.)

Description of accommodation: _____

Note: The following changes in test administration procedures are NEVER ALLOWED:

- Test administrator reading the reading test on the CRT or HSPE, or vocabulary test(s) on the *ITBS* or *ITED* to the student. (This includes any process for orally transmitting the test content to the student through the use of any device that converts print or other code to speech.)
- Student using an electronic spell check device on a writing assessment.
- Student using a bilingual dictionary on the *HSPE in Reading, Math and Writing*.
- Dictation to a scribe for the *Fourth and Eighth Grade Writing Proficiency Examination* or for the *High School Proficiency Examination in Writing*.

